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ABSTRACT

Outlined is a nine phase inservice program for school personnel to aid in the implementation of Public Law 94-142, the Education for All Handicapped Children Act. Provided for each phase are a statement of emphasis, objectives, intended participants, and duration and number of meetings. Phases include a 3-hour meeting with Board of Education and community leaders to describe the law (Phase 1), five 3-hour meetings for planning and placement team (PPT) members (Phase 3), six 3-hour sessions for PPT members involved in data collection and development of Individualized Educational Programs (Phase 5), and 10 3-hour sessions on mainstreaming for regular class teachers. (DB)

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A Comprehensive Inservice Training Program to Enable School Districts to Move Toward Full Compliance with P.L. 94-142

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A Comprehensive Inservice Training Program to
Enable School Districts to Move Toward Full Compliance
with P.L. 94-142

Introduction

The requirements of P.L. 94-142 place great demands on school personnel. Special Services personnel, particularly those on the child placement team, are most directly effected. Other staff members from the Superintendent to the classroom teacher are also involved in dealing with IEP's, due process and "least restrictive alternative." Most State Plans, much research and P.L. 94 142 Final Regulations specify the need for inservice training to move schools toward providing an appropriate education for all handicapped students.

A comprehensive inservice training program is outlined below. Although all schools will not necessarily need each phase of the program, the intent is to provide a sequenced program beginning with "leadership" personnel who must provide administrative direction and financial support. The next focus is on special services personnel who are the chief implementors and finally to regular classroom teachers who are the key to successful implementation of programs.

Inservice Program

Phase I The emphasis in this phase is to enhance leadership personnel's knowledge of the basic elements of P.L. 94-142. The objectives for Phase I include the following:

A. describe the requirements of P.L. 94 142 for the school system

B. identify the financial, procedural and administrative implications of the law

Participants: Board of Education
City Council
Town Attorney
Central Office Administration
Leadership of local parent and professional associations (NEA, UFT, ARC, ACLD, etc.)

Time: One - 3 hour meeting

Phase II This phase will provide administrative personnel a review of P.L. 94-142 and its impact on the school system. The objectives for Phase II are:

A. describe the basic components of P.L. 94-142

B. describe the effect of the law on the role of school administrators with a focus on

1. the Planning and Placement Team (PPT) process

2. involvement with parents

3. the role and interrelationship of building and central office administrators, special services staff and parents

4. least restrictive alternative

Participants: Building and Central Office Administrators

Time: Two - 3 hour meetings

Phase III The focus of this phase is to review, develop and modify the process and procedures of the Planning and Placement Team (PPT). The objectives for Phase III are:

A. describe the requirements of the PPT process based on P.L. 94-142 (due process, IEP's record keeping, etc.)

B. develop referral, data collection and intervention procedures which provide both a quick and monitored response to teacher/student needs

C. organize and share data which is relevant to the development and implementation of educational plans

D. list all the elements to be included in educational plans (IEP's) and PPT review of educational plans

E. implement procedures for monitoring and evaluating all cases provided interventions by the PPT

Participants: PPT members

Time: Five - 3 hour meetings

Phase IV The role of the PPT chairperson will be the focus of this phase. The objectives are:

A. develop effective communication and management skills

B. implement procedures to efficiently run PPT meetings so that cases are dealt with effectively

C. establish procedures for coordinating the PPT process with a focus on efficiency, meeting due process concerns, monitoring programs, managing PPT personnel, etc.

Participants: PPT chairpersons

Time: Three - 3 hour sessions

Phase V This phase will focus on the skills of diagnosis, report writing and developing Individual Education Programs (IEP's). Objectives for this phase include:

A. enhance knowledge and awareness of appropriate diagnostic instruments available for use by PPT members

B. develop and select appropriate criterion and norm referenced evaluative instruments

C. develop and enhance report writing skills

D. development and implementation of individual educational programs (IEP's)

Participants: PPT members involved in data collection and development of IEP's

Time: Six - 3 hour sessions

Phase VI The emphasis here will be on the role of the consultant in helping regular classroom teachers provide for children with learning and behavior problems. Objectives include:

A. assess the strengths and weaknesses of students

1. provide productive preliminary diagnostic information utilizing behavioral and academic data
2. perform classroom observations of specific students to pinpoint behavioral and academic problems

B. prescribe an instructional plan for a student

1. develop behavioral objectives and criterion referenced testing in appropriate academic areas to determine instructional levels for the student
2. demonstrate implementation of instructional objectives
3. provide specific strategies for monitoring and evaluating pupil progress based on the student's IEP

C. demonstrate the use of instructional materials to be used in the regular classroom

D. suggest specific instructional strategies for regular classroom use:

1. complete a task analysis in academic skill areas
2. modify an instructional format, material and/or curriculum to better serve children with learning problems
3. demonstrate the teaching of academic skills

E. suggest specific strategies for behavior management

1. develop strategies for managing a total group while working with one individual
2. suggest strategies to organize teaching and pupil environment to provide for the attainment of each student's educational goals
3. develop and demonstrate strategies for modifying behaviors of specific individuals

F. develop effective communication skills to achieve productive working relationships with other school personnel

G. develop and plan building in-service workshops (with a focus on planning and implementing Phase VII and VIII)

Participants: Personnel who will have time for consulting

Time: Eight - 3 hour sessions (or an inservice education course)

Phase VII The role of the classroom teacher on the PPT is the focus of this phase. Objectives include:

A. describe the role of the classroom teacher in identification, assessment and programming for handicapped children

B. complete a referral form specifying student performance and behavior, interventions tried, and expectations for the referral

C. describe the basic elements in the PPT process

D. make effective presentations to the PPT which clearly describe student behavior and performance in the classroom

E. participate in the development and implementation of the IEP

Participants: All school personnel (in <u>building</u> level meetings)

Time: Two - 2 hour meetings

Session 1 - review and discussion of PPT procedures and forms (model completed forms to be presented)

Session 2 - demonstration of <u>model</u> PPT meeting and discussion of the regular classroom teacher's role

Note: Participants in Phase VI (consultants) will be involved in planning, implementing and replicating Phases VII and VIII

Phase VIII This phase will focus on the regular class environment and how regular class teachers can help facilitate the mainstreaming process.

The objectives for Phase VIII include the following:

A. enhance the regular class teacher's attitude with regard to children with learning and behavior problems

B. enhance the regular class teacher's skill in identifying and assessing individual strengths and weaknesses

C. assist the regular class teacher in curriculum modification and materials development for children with learning and behavior problems

D. assist the regular class teacher in classroom organization as it pertains to the children who are mainstreamed

E. assist the regular class teacher in behavior management techniques

Participants: Regular Class Teachers (in groups of 20-30)

Time: Ten - 3 hour sessions (or a 3 credit inservice education course)

Phase IX Follow-up and Evaluation

This phase provides the opportunity to review and assess the improvements/changes made as a result of the inservice training program. An independent view of relevant school policies and Planning and Placement Team operation is one focus of this phase. The second major concern is the collection of formal evaluation data (process and product). This information will provide the feedback necessary to evaluate the effectiveness of the inservice training program and set directions for the future. Objectives for the phase include:

A. review and critique revised PPT policies, procedures and forms

B. observe the PPT (in operation at each school) and make recommendations for improvement

C. small group sessions with special services personnel focusing on diagnosis, consulting and the PPT process

D. collection and organization of evaluation data on changes in attitude and skill resulting from the inservice program

Participants: Personnel involved in Phases I - VIII

Time: As needed for size of school system